

# May Gr. 5. Technology

Content Area: **Technology**  
Course(s):  
Time Period: **May**  
Length: **4-5 Weeks**  
Status: **Published**

## Unit Overview

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Students will work on coding, excel spreadsheets and learn about robots in the workplace.

## Enduring Understandings

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Technology is useful to us in many different functions.

## Essential Questions

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What is a spreadsheet?

## Instructional Strategies & Learning Activities

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### **Objective: Intro to Coding - ONLINE activities code.org (Course F)**

The student will be able to begin to learn and understand basic concepts about coding - algorithms, loops, & conditionals, and FUNCTIONS - creating code in a "blockly" language which writes Javascript 'under the hood'.

### **Differentiation:**

Self-paced

### **Assessment:**

Teacher dashboard reports

### **Objective: Everyday Robots! - ReadWorks and You Tube video**

The student will be able to learn about real life robots and their real impact on society.

### **Differentiation:**

Fact-based opinions

### **Assessment:**

Objective questions checked to Answer Key

### **Objective: Excel Jelly Bean Project**

The student will be able to create and format a simple spreadsheet and showcase the data on an accompanying

column chart.

**Differentiation:**

N/A

**Assessment:**

Rubric

**Objective: Introduction to EduTyping and Keyboarding Techniques**

**Differentiation:**

Students will work at own pace

**Assessment:**

Observe students working accurately while demonstrating effort on each activity, Teacher Reports

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**Integration of Career Readiness, Life Literacies and Key Skills**

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|------------------|---|
| WRK.9.2.5.CAP    | Career Awareness and Planning   |
| WRK.9.2.5.CAP.1  | Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.   |
| WRK.9.2.5.CAP.2  | Identify how you might like to earn an income.  |
| WRK.9.2.5.CAP.3  | Identify qualifications needed to pursue traditional and non-traditional careers and occupations.   |
| WRK.9.2.5.CAP.4  | Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. |
| TECH.9.4.5.CI    | Creativity and Innovation   |
| TECH.9.4.5.CT    | Critical Thinking and Problem-solving   |
| TECH.9.4.5.CT.3  | Describe how digital tools and technology may be used to solve problems.  |
| TECH.9.4.5.CT.4  | Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).                            |
| TECH.9.4.5.TL    | Technology Literacy   |
| TECH.9.4.5.TL.1  | Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.  |
| TECH.9.4.5.TL.2  | Sort and filter data in a spreadsheet to analyze findings.  |
| TECH.9.4.5.IML   | Information and Media Literacy  |
| TECH.9.4.5.IML.1 | Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).   |
| TECH.9.4.5.IML.2 | Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).   |
| TECH.9.4.5.IML.3 | Represent the same data in multiple visual formats in order to tell a story about the data.   |

The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.

Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.

Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.

Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.

An individual's passions, aptitude and skills can affect his/her employment and earning potential.

## **Technology and Design Integration**

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See activities above and standards below.

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|-------------------|---|
| CS.3-5.8.1.5.CS.1 | Model how computing devices connect to other components to form a system.   |
| CS.3-5.8.1.5.CS.2 | Model how computer software and hardware work together as a system to accomplish tasks.   |
| CS.3-5.8.1.5.CS.3 | Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.                               |
| CS.3-5.8.1.5.DA.1 | Collect, organize, and display data in order to highlight relationships or support a claim.   |
| CS.3-5.8.1.5.DA.2 | Compare the amount of storage space required for different types of data.   |
| CS.3-5.8.1.5.DA.3 | Organize and present collected data visually to communicate insights gained from different views of the data.                                 |
| CS.3-5.8.1.5.DA.4 | Organize and present climate change data visually to highlight relationships or support a claim.  |
| CS.3-5.8.1.5.DA.5 | Propose cause and effect relationships, predict outcomes, or communicate ideas using data.  |
| CS.3-5.8.1.5.NI.2 | Describe physical and digital security measures for protecting sensitive personal information.  |
| CS.3-5.CS         | Computing Systems   |
| CS.3-5.DA         | Data & Analysis   |
| CS.3-5.NI         | Networks and the Internet   |
|                   | Computing devices may be connected to other devices to form a system as a way to extend their capabilities.                                   |
|                   | Shared features allow for common troubleshooting strategies that can be effective for many systems.   |
|                   | Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information). |

## **Interdisciplinary Connections**

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LA.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when

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|            | writing or speaking.  |
| LA.L.5.2   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| LA.L.5.3   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| LA.L.5.4   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  |
| LA.W.5.2.D | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| LA.W.5.6   | With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
| LA.W.5.7   | Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.   |
| LA.RI.5.4  | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  |
| LA.SL.5.1  | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.  |
| LA.SL.5.5  | Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.   |

## **Differentiation**

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- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components:**
  - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
  - Process – how the student will acquire the content information.
  - Product – how the student will demonstrate understanding of the content.
  - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

### **Differentiation occurring in this unit:**

Differentiation will be offered as listed in the above activities.

## **Modifications & Accommodations**

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Refer to QSAC EXCEL SMALL SPED ACCOMMODATIONS spreadsheet in this discipline.

### **Modifications and Accommodations used in this unit:**

IEP and 504 Accommodations will be utilized.

## **Benchmark Assessments**

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**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

### **Schoolwide Benchmark assessments:**

Aimswest benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

### **Additional Benchmarks used in this unit:**

Teacher made assessments to measure growth.

## **Formative Assessments**

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Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

### **Formative Assessments used in this unit:**

Discussion

Teacher observation

projects

## **Summative Assessments**

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**summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

### **Summative assessments for this unit:**

Projects

Assessments listed above

## **Instructional Materials**

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Materials as needed for projects

## **Standards**

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See Standards above.